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The television guide for the Anaheim Plan is presented. Instruction is provided by means of closed-circuit television in the elementary school subjects of social studies, science, conversational Spanish, and arithmetic. Regular classroom teachers and audiovisual resource teachers present carefully planned and thorough preparatory and followup lessons.

The televised lessons are received by the pupils in the fourth and fifth grades. At seven of the participating schools, the televised lessons are received in self-contained classrooms. At five, an audiovisual resource room is established and organized according to a redeployment and resource room plan.

Improvements expected from the teaching of the proposed subjects include: fuller realization of curriculum scope and sequence in actual instructional practices; the capacity to present certain concepts, principles, and techniques more adequately by visual means and to make them more meaningful to many pupils; the establishment of unusually small classes and greater opportunities for research and study activities; reduction in teacher load; benefits of master teaching; and better use of visual aids and instructional materials.

The guide considers evaluation procedures, characteristics of good educational television, principles of education that apply to television, responsibilities of the studio and classroom teachers, use of the telelesson class period, use of methods to help children get the most from educational television, use of the telelesson guide, and planning a telelesson.

Effective lesson techniques include: use of camera on aids as well as on people; use of closeup camera shots to direct attention; use of questions, suggestions, and directions to develop pupil participation; use of clear and exact demonstrations; use of community people as resources; and use of means to stimulate pupils to explore on their own.

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EDUCATIONAL TV GUIDE

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Office of Education

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EDUCATIONAL TELEVISION

PROJECT GUIDE

ANAHEIM CITY SCHOOL DISTRICT

Anaheim, California

Guide No._____ Issued To_____

ED002496

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TELEVISION CUES AND DIRECTIONS

GLOSSARY

Studio Teacher	The teacher making the lesson presentation on closed-circuit television
Resource Room Teacher	The teacher in the large Audio-Visual Resource Classroom
Self-Contained Classroom	A regular classroom utilizing televised instruction
Resource Classroom	The large Audio-Visual Resource Classroom with 75 to 90 pupils enrolled
Skills Classroom	The classroom with 25 to 30 pupils--they are taught the language arts and arithmetic while in this room. The pupils in the skills classroom spend one-half of their day there and the other one-half in the resource classroom.
Redeployment Plan	The establishment of small classes (25 to 30 pupils) for teaching the basic skills (language arts and arithmetic) for one-half of the school day; the other one-half of the day is spent in the large Audio-Visual Resource Classroom with 75 to 90 pupils for instruction in social studies, science, conversational Spanish, physical education, health, safety, music, art and arithmetic (development).
Skills Teacher	The teacher responsible for teaching the language arts and arithmetic in the skills classroom. He teaches a group of 25 to 30 pupils in the morning and a similar group in the afternoon.
Telelesson	The lesson presented on closed-circuit television

GLOSSARY (continued)

Telelesson Reaction Form	An evaluation sheet completed by all classroom teachers utilizing the telelessons presented on closed-circuit television. It is a constructive evaluation of a specific telelesson designed to aid the studio teacher in his work.
Telelesson Guide	The telelesson guide is prepared by the studio teacher and is sent to each classroom utilizing televised instruction two weeks prior to the lesson presentation. It gives the title of the lesson, purpose of the lesson, new vocabulary, suggested pre-lesson preparation, the content of the telelesson, suggested and required follow-up activities after the telelesson, and textbook references.

THE ANAHEIM PLAN

Instruction will be provided by means of closed-circuit television, with carefully planned and thorough preparation and follow-up teaching by regular classroom teachers and audio-visual resource room teachers as an integral part of the total instructional pattern, in the following elementary school subjects: social studies, science, arithmetic, conversational Spanish.

The televised lessons in arithmetic, together with the preparation and follow-up teaching by the regular classroom and the resource room teachers, will be so planned and presented as to supplement, strengthen, and enrich the basic courses of study in arithmetic taught by the regular classroom teachers and the skills room teachers.

The televised lessons in social studies, science, and conversational Spanish, together with the preparation and follow-up teaching by the regular classroom and the resource room teachers, will be so planned and presented to comprise the basic courses of study in these subjects for the pupils involved in this project.

The televised lessons in social studies, science, arithmetic, and conversational Spanish will be received by the pupils in grades four and five at twelve of the seventeen elementary schools in the district. Daily televised lessons in social studies,

each lesson being from fifteen to twenty-five minutes in length, will be presented during the mornings for the pupils in grade five.

Separate and other daily televised lessons in social studies, each lesson being from fifteen to twenty minutes in length, will be presented during each five-day school week for the pupils in grade four.

Two other televised lessons in science, each lesson also being from fifteen to twenty minutes in length, will be presented during each five-day school week for the pupils in grade five.

Four televised lessons in arithmetic, each lesson being from ten to fifteen minutes in length, will be presented weekly for the pupils in grade four.

Four other televised lessons in arithmetic, each lesson being from ten to fifteen minutes in length, will be presented weekly for the pupils in grade five.

Daily televised lessons in conversational Spanish, each lesson being about ten to fifteen minutes in length, will be presented during the mornings for the pupils in grade five and in the afternoons for the pupils in grade four.

At seven of the twelve elementary schools to be involved in the project, two television receivers will be installed in each of the fourth and fifth grade classrooms. The televised lessons

in social studies, science, arithmetic, and conversational Spanish will be received by the pupils in the regular self-contained classrooms at these seven schools (Marshall, H. Mann, Lincoln, Loara, Madison, Palm Lane, Katella). In these classrooms, the regular classroom teachers will be present at all times and will play a very definite and important part in the total instructional effort to be made in connection with the presentation of each televised lesson. Definite and related lesson preparation and follow-up teaching will be carried on by the regular classroom teachers in connection with each such lesson.

At each of the five other elementary schools (Barton, Price, Roosevelt, Edison, Jefferson) to be involved in this project, an "Audio-Visual Resource Room" will be established. Each of these "Resource Rooms" will be approximately 32 by 64 feet in size; will be equipped with filmstrip and slide projectors, overhead projectors and other reference materials for extensive use by pupils.

At each of these five elementary schools having an Audio-Visual Resource Room, the school program for the fourth and fifth graders will be organized according to the "Redeployment and Resource Room Plan" as indicated on page seven.

THE ANAHEIM PLAN (continued)

Those teachers selected to serve as studio teachers will be assigned to teach one particular subject over television on a full time basis. Their assignments will involve very careful and thorough planning, preparation, and presentation of one or two televised lessons daily.

The studio teachers will report daily to the television studio building and will spend their time in the planning and preparation of the telelesson and the visual aids to be used in presenting the televised lessons as a part of the project.

REDEPLOYMENT AND RESOURCE ROOM PLAN FOR EDISON, PRICE, BARTON, JEFFERSON, AND ROOSEVELT SCHOOLS, ANAHEIM CITY SCHOOL DISTRICT

150 Pupils - 5 Teachers

2 Teachers - 75 Pupils

A. M. Fifth Grade, P. M. Fourth Grade

Aud-Vis Resource Rm with TV Receivers

Period I
65 minutes

History, Geography, and Civics

1 or 2 Teachers as needed

15 to 25 minute daily TV Lesson

and Follow-up Teaching

Period II
20 minutes

Conversational Spanish
1 Teacher
10 to 15 minute daily TV Lesson
and Follow-up Teaching

Period III
30 minutes

(Recess)
Physical Education, Health, Safety
1 or 2 Teachers as needed

Period IV
25 minutes

2 days/week	2 days/week	1 day/wk
Science TV Lesson and Follow-up Teaching	Music	Art 2 Tchrs

Period V
25 minutes

Arithmetic
TV Lesson and Follow-up Teaching, 1 or 2 Tchrs as needed

3 Tchrs - 75 Pupils

A. M. Fourth Grade,
P. M. Fifth Grade

1 Skills Tchr

25 Pupils

1 Skills Tchr

25 Pupils

1 Skills Tchr

25 Pupils

2 hours and 30 minutes for teaching the basic skills:

Reading
Arithmetic
Language
- spelling
- penmanship
- composition
- etc.

School Hours:
9:00 to 11:45
12:45 to 3:30

EXPECTED IMPROVEMENT

Careful and lengthy experimentation on a large-scale basis in a rather large number of public school districts has demonstrated that television can be a powerful teaching tool, and that television can make a very substantial and immediate contribution to the improvement of the total teaching-learning process when properly and effectively used.

We recognize that television is no panacea. However, we do believe that, when properly used, television can be appropriately fitted in with the total teaching-learning process to make a very definite, unique and very much needed contribution in the following ways.

Television can:

Stimulate and motivate

Build constructive attitudes

Help in the development of intellectual skills

Effectively demonstrate

Effectively provide information and a wide variety of worthwhile learning experiences

We recognize that instruction provided by means of television, and using television as an integral part of the total teaching-learning process, will be no better than the work of the educational planners and instructors using the medium.

To utilize television effectively and exploit its powerful

EXPECTED IMPROVEMENT (continued)

communicative possibilities to the fullest, television lesson planning and teaching will involve:

1) careful, thorough, cooperative planning; more, not less, teacher team-work and common understandings and agreement as to basic purposes and various teaching roles.
2) proper application of television to the accomplishment of the total teaching-learning process, masterful teaching; utilizing the talents, unusual skills and techniques of the most capable teachers.
3) provision for adequate interplay and communications between the television teacher and the classroom teacher and between these teachers and pupils.
4) pre-telecast teaching and preparation of the pupils by classroom teachers; televised lesson presentation; and follow-up teaching in the classrooms. (This is the total lesson.)
5) consideration of television as a new, powerful audio-visual aid for the improvement of instruction; thus televised lessons will be characterized by much use of visual learning aids such as charts, maps, globes, objects, pictures,

EXPECTED IMPROVEMENT (continued)

models, film-strips, selections from films, science paraphernalia, exhibits, and by dramatized, colorful lesson presentations.

Improvements to be expected by teaching of science, arithmetic, social studies, and conversational Spanish as outlined in this project:

1) Curriculum scope and sequence can be more adequately carried out and more fully realized in actual, day-to-day instructional practices; all children receiving some identical instruction based on and more closely related to the fundamental content of the year's work in these subjects.

2) In the televised arithmetic lessons, certain arithmetic concepts can be more adequately presented visually, and made more meaningful to many pupils.

3) Science techniques, principles, and experiments can be more adequately presented visually, and made more meaningful to many pupils.

4) At the five schools experimenting with the "Redeployment Plan" an opportunity is provided for the establishment of unusually small classes

EXPECTED IMPROVEMENT (continued)

for the teaching of the basic skills at the fourth and fifth grade levels.

5) Teacher load is reduced; some teachers becoming very specialized with adequate time and facilities being provided for the most careful and thorough lesson preparations and presentations, while other teachers have fewer subjects to teach and can therefore devote more time to adequately plan for those subjects they teach.

6) The benefits of "Master Teaching" will be brought to thousands of pupils.

7) Better use will be made of the District's visual aids and instructional materials.

8) At the "Redeployment Schools," pupils in the Resource Rooms will have fuller opportunities for research and study activities.

EVALUATION PROCEDURES

Dr. D. Welty Lefever, Professor of Education, University of Southern California, will act as research and measurement consultant to the District. He, with a group of assistants, will develop and carry out a comprehensive program of tests and studies to carefully evaluate the project, including:

1) Comparisons, in terms of intelligence and achievement test results, of the scholastic abilities and academic achievement of pupils receiving televised instruction and those receiving similar instruction in the same subjects (science, arithmetic, and conversational Spanish) without television.

2) A research effort to evaluate the more intangible, side results; attitudes, appreciations, etc.

3) A study of costs, time-involvement of teaching and personnel in relation to results obtained.

4) A study of reactions and attitudes of the teaching staff and administrative personnel to this project, and of possible changes in such attitudes.

WHAT IS GOOD EDUCATIONAL TELEVISION?

It seeks to educate; it seeks to produce desirable changes in the behavior of the viewers. These changes might be in knowledge, understanding, attitude, skill, interest, or values--and preferably in several of these aspects of learning.

It has clear, specific, and attainable educational purposes. The planners of good educational television keep their goals within the limitations of the medium, the time available, and the resources at their command.

It has a clearly identified audience, and gears its objectives and presentation to that group.

It uses methods of presentation that are appropriate to its objectives. It does not blindly borrow methods from commercial television, the classroom, or any other source without regard to its appropriateness.

It involves the viewer in some sort of participation. It gives the viewer a part in the process--a task, requiring either thinking or acting.

It uses other media, when appropriate, to reinforce its effect. It makes use of books, films, newspapers, written lessons, and other educational instruments.

WHAT IS GOOD EDUCATIONAL TELEVISION? (continued)

It establishes a climate conducive to learning. It builds a relationship of warmth, mutual respect, and dignity between the program and the viewer. It is interesting and rewarding.

It accepts responsibility for outcomes. It accepts the consequences of its actions and avoids those that are negative.

PRINCIPLES OF EDUCATION THAT APPLY TO TELEVISION

Learning consists of change in behavior. Behavior changes as a result of changes in knowledge, understanding, skills, interests, values, sensitivities, attitudes, and perceptions.

Implication for Television

Examine all possibilities for change. Recognize that giving information is not the total of education.

Define clearly the changes sought. Given changes are most likely to occur when planned for directly, i.e., the best way to learn about California History is to study California History.

Choose methods of presentation carefully. Do not rely on one to do all jobs. Each type of change is most likely to be induced by methods uniquely appropriate to it. For example, in seeking to change an attitude, a lecture is likely to be less effective than an experience in which the individual has greater success with a new attitude than he has with the old.

Find out what children want to learn. A change is not likely to occur unless the learner chooses to have it occur, i.e., is motivated to learn.

Learning is an internal process that takes place within the learner and involves a re-integration of his experience.

Implication for Television

Explain why and how a new learning is important and useful. Learning is most likely to occur when it is perceived as being meaningful by the learner and as contributing to his goals.

Relate learnings to practical situations. Learning is most likely to occur when it makes use of and is based on the experience of the learner.

Learning is a process of interaction between the learner and his environment.

Implication for Television

Give the viewer specific tasks to analyze, think about, to perform. Invite participation and response through classroom teacher and by mail. The more active the learner is in the process of inter-action with the learning environment, the more likely he will learn.

Give the viewers the feeling of participation in the program by using their suggestions, reports, projects, and experiences. Let them know what their influence is on the program, for the greater the opportunity for the learner to influence the environment, the greater the learning is likely to be.

Learning involves supplanting established ways of behaving with new ways of behaving, and therefore tends to be resisted.

Implication for Television

Establish warm, friendly relations with viewers. Respect their intelligence--don't talk down to them; don't "sermonize." The more the learner feels he is accepted as a person and the more his right to decide for himself whether or not to change is respected, the less likely he is to resist changing.

Suggest ways viewers can try out new learnings. Develop in post-lesson suggestions to the classroom teacher. The more new learnings are reinforced by successful experience in applying them, the more permanent they are likely to be.

Generalized learnings tend to be transferred to specific situations only when their relevancy is perceived by the learner.

Implication for Television

Demonstrate or illustrate how a general principle can be applied to a variety of situations. The more specific the application of general principles to practice can be made in a learning situation, the more likely the learner is to apply them. Encourage children to practice new learnings in the classroom.

RESPONSIBILITIES OF THE STUDIO AND CLASSROOM TEACHERS

Closed-circuit television in the Anaheim City School District is a shared responsibility between the classroom teacher and the studio teacher. The classroom teacher occupies a key position--that of creating within the classroom an atmosphere of receptivity toward the telelesson and executing the planned "pre" and "post" lesson learning experiences.

Primary Responsibilities of the Classroom Teacher

Physical Climate of the Classroom

Temperature and ventilation

Lighting (best placement of television set)

Tuning of set (check glare on sets from pupils' eye level)

Elimination of distractions

Efficient distribution of materials (necessary materials readily accessible for use during or after the televised lesson)

Seating arrangements

Orderly movement of student groups to and from the classroom, and within the classroom

Definite procedures for such organizational necessities as taking attendance, distribution of papers, leaving the room, sharpening pencils, etc.

Meeting Individual Needs

Proper placement of children with physical problems

RESPONSIBILITIES OF THE STUDIO AND CLASSROOM TEACHERS
(continued)

Be aware of the ability range within the classroom and provide for the "pre" and "post" lesson experiences

Posture habits during the telecast

During the Telelesson

Help pupils who need individual help during a work-type lesson

Take notes and help children take notes (overhead projector in resource rooms)

Note evidences of misunderstandings on the part of a pupil or a group of pupils

Observe the telelesson closely

Give children additional directions when necessary during the lesson

Observe the children's attention and handle behavior problems immediately

Utilize capable students to assist slow learners in taking notes, in following directions, in developing habits of attentiveness

Teacher Follow-up of Telelesson

Check pupils' understanding of concepts presented by studio teacher

Re-teach in area where there is lack of understanding in relation to ability levels

Provide experiences to enable the student to more fully understand and apply the concepts presented

Provide enrichment activities to meet the special needs and interests of pupils

Use the follow-up activities presented in the telelesson guide

RESPONSIBILITIES OF THE STUDIO AND CLASSROOM TEACHERS (continued)

Provide folders or notebooks to keep related materials together

Guidance, Encouragement, and Assistance to the Studio Teacher

Complete and send to studio teacher telelesson reaction sheet at least once a week

Give constructive criticism at meetings, personal conferences, or by phone--let studio teacher know what most interests pupils--what teaching techniques "pay-off" in learning

Give recommendations for future lessons

Share materials developed by teacher and children

Professional Support

Give support to the television project in contacts with pupils, parents, teachers, and general public

Give professional support to the efforts of the studio teacher

Primary Responsibilities of the Studio Teacher

Teaches Carefully Prepared Telelesson

Well planned

Rich in visuals

Correctly paced

Stimulating and challenging

Prepares Telelesson Guides and Studio Scripts

Fifteen lesson guides ahead of lesson taught

Four scripts ahead of lesson taught

RESPONSIBILITIES OF THE STUDIO AND CLASSROOM TEACHERS
(continued)

Professional Support

Receptive to ideas presented by classroom teachers

Give support to the efforts of the classroom teacher

Give support to television project in contacts with parents, teachers, and general public

Joint Responsibilities

Accept the "team approach" concept of teaching

Plan scope, content, and sequence of curriculum

Plan telelesson guides

Improve instruction through constructive criticism of each other

Share ideas and materials

Inter-visitation for the purpose of better understanding of their mutual and individual problems (This is a necessity for resource room teachers and skills room teachers in practicing "team approach".)

Testing and observing

Participate in "team meetings"

USING THE TELELESSON CLASS PERIOD

Before the Telelesson

Set up the best possible physical conditions

Check attendance

Check assignments due; remind absentees of work to make-up

Evaluate learning activities which students are developing

Create a readiness for learning by a brief discussion or explanation

Check readiness of materials for telelesson

Warm-up television set so it is ready for telecast

During the Telelesson

Take notes on points to be clarified

Record main points (overhead projector in resource room) of emphasis in telelesson as guides to classroom discussion

List vocabulary for further definition

Observe student reaction throughout lesson; make notes of any reactions valuable to the studio teacher

Help pupils that need individual help during a work-type lesson

Give children additional directions when necessary

After the Telelesson

Organize class into established groups to summarize lesson and to coordinate and carry out further learning activities

Guide discussion according to concepts and understandings which students should gain from the telelesson

USING THE TELELESSON CLASS PERIOD (continued)

Relate to current events

Clarify and adopt assignment to extend and enrich the learning of each individual within the group

Check children's notes and notebooks to assure their maximum value

Encourage student reports of supplementary activities, i.e., experiments, projects, reading

Provide time for students to study independently

Encourage the method of having the pupil rise and face the group when speaking, particularly in resource room

Follow the telelesson guide

HELPING CHILDREN GET THE MOST FROM EDUCATIONAL TELEVISION

Children need to know how to:

Listen attentively and shut out distracting sights and sounds.

Follow sequence of events.

Outline.

Take notes.

Listen for details.

Interpret motives.

Note or detect the controversial and propaganda.

Identify work usage.

Sounds, pictures, etc.

Maintain emotional control.

See and hear simultaneously.

Follow directions.

Make a conscious effort to select and remember items that will be of special use.

Develop attentive, cooperative, and courteous attitudes toward what others say.

Ask relevant questions and avoid repetition.

Form an intelligent opinion from what has been heard.

Interpret dramatization and other creative experiences.

Feel that individual listening and learning are part of the participation.

Evaluate what has been seen and heard.

HELPING CHILDREN TO TAKE NOTES

Children learn to take notes by:

Learning to tell a story orally in sequence.

Pulling out facts or theme.

Learning to put ideas in the right order.

Developing proficiency in writing.

Learning to select main thoughts and express them briefly.

Learning to use contractions, symbols, and abbreviated forms.

Learning to make proper use of numerals and letters as logical symbols.

Recommended procedures:

Tell simple stories with many elements of repetition. Student participates in conversational content, dramatization, manipulation of materials, etc.

Tell or read a story and list main events in sequence.

Provide experiences in copying what the teacher has written, progressing to children writing while the teacher dictates.

Provide experiences in getting to the point.

Teach contractions, symbols and abbreviations.

Teach the outline form and provide experiences in outlining.

Provide experiences for "mental" summarization.

Organize the presentation so that listener will be able to take notes.

RESOURCE AND SKILLS CLASSROOM ORGANIZATION

Attendance	Seating charts will be used in the resource room to take attendance quickly. State Registers will be kept by the school secretary for the resource room and skills classrooms.
Cum-folders	The Cum-folder will be maintained by the skills classroom teacher with the resource room teacher contributing material and important information to the folder.
Homework	As a rule, homework is assigned on Monday and Wednesday nights by the resource classroom teachers and on Tuesday and Thursday nights by the skills classroom teachers. Variations to this plan may be developed with the approval of all teachers concerned and the building principal.
Resource Room Teaching Responsibility	One resource room teacher will be "in charge" of the class with assistance from the other resource room teacher. This responsibility will be established at the beginning of the year for each period of the day, but can be changed with the building principal's approval. Teaching responsibility and load will be divided equitably between the resource room teachers.
Report Cards	Skills room teachers and resource room teachers mark each child's report card in the subject area they teach. The resource room teachers and the skills room teacher decide cooperatively the citizenship marks for each child. All letter grades are based on test results, homework assignments completed, projects completed, and credit for special assignments.
Seating in Resource Room	The seating of children in the resource room should be on a formal basis so that children have an advantageous view of the television screen and overhead projector screen. Skills classroom groups are

divided into three teams which create nine teams in the resource classroom for quick distribution and collection of textbooks and materials; dismissal and movement of children at the noon hour, recess, and physical education periods.

Teams A B C D E F G H I

Skills Room 16

Projects

The undertaking of group and individual projects will be encouraged by the studio and resource classroom teachers. The project will require constructive individual thought and action and promote learning on the child's part. Projects of the children will be used by the studio teacher to give individual recognition and provide stimulation for all children. Projects may be undertaken as part of the resource classroom work but will generally be developed outside of class time. Projects such as a model of a covered wagon, diorama of a pioneer home, research report on the life of Jim Bridger, model of a mission are appropriate undertakings. A project each quarter may be expected from a pupil and should be judged on a basis of his effort and ability.

Storage and Movement of Books and Personal Articles

Books and personal articles will be stored inside the skills classroom and resource room in the appropriate areas. At the lunch hour, children will take their books, to be taken home that evening, and personal articles to their assigned skills classroom or resource room before going to their lunch bench. Resource room and skills room teachers will supervise the movement and storage of materials before going to their lunch period.

RESOURCE AND SKILLS CLASSROOM ORGANIZATION (continued)

Storage of Textbooks	All textbooks in the resource room should be kept in the book shelves, as there is not room to store the books of both groups of children in one desk. Only pencils, work folders, and notebooks should be left in the desk.
Organization of Routine	Definite procedures for storage and distribution of art materials, paper, books, sharpening of pencils, checking of homework, and checking out of books should be established the first few days of school. The use of the team and captain system will facilitate the organization of the resource classroom.
Individual Conferences	The skills room teacher and resource room teachers will work as a team in conducting formal individual conferences with each child's parent. The full school year will be available for conferences with appropriate time provided to hold them.

CLASSROOM ENVIRONMENT

The skillful organization of materials is a vital source of interest, information and instruction and serves as an excellent means of indirect teaching and learning. While the teacher is responsible for a fine use of color, spacing and proportion, the children should share in the activities of organizing, arranging and suggesting ways of doing.

Areas of Display

Arrange materials on bulletin boards and display tables only. Walls, windows, doors, cupboard doors and window sills are not appropriate areas.

Wall Exhibits

Prepare and arrange materials in such a manner that the result is good design. Balance of color, interesting dark and light arrangement, relationship of sizes and a fine use of space should be considered.

Avoid overcrowding space.

Group materials into units.

Mounts, when used, should be subordinate to the materials.

Fasten materials securely to the display areas. Use straight pins or staples.

Keep exhibits current, pertinent and dynamic.

When exhibiting children's work, represent different children rather than the work of a talented few.

Bulletin Boards

Bulletin boards should be arranged for aesthetic values as well as for information values.

Both teacher and children with teacher guidance should assume responsibility for arranging material.

Standards should be set up and constantly evaluated.

CLASSROOM ENVIRONMENT (continued)

Bulletin Boards (continued)

Points to consider:

Material should be carefully chosen.

The structure of the bulletin board should be respected, no materials being allowed to project over its frame.

Material should be grouped so that it follows the shape of the bulletin board area.

Careful consideration should be given to margins, balance of color, balance of shapes and sizes.

Material should be arranged around a dominant idea.

Crowding should be avoided.

Material should be changed frequently.

Important bulletins can be emphasized through special arrangements.

Captions should be purposeful.

Manuscript may be used on boards all the way through the grades.

Cut out letters and commercial letters may be used in upper grades.

Furniture

Place teacher's desk inconspicuously and conveniently for use.

Place children's desks and chairs so they can see television screen and overhead projector screen without moving.

Keep all desks neat and orderly inside and on top.

Keep bookcases clean, orderly and inviting.

Keep sink free of material that is not in use and clean.

HOW TO USE THE TELELESSON GUIDE

The telelesson is education, not entertainment. The telelesson guide is provided to help the classroom teacher make the total lesson an effective instructional experience.

The telelesson guide has three basic parts:

pre-lesson planning
telelesson presentation
post-lesson activities

The pre-lesson or "suggested preparation" tells the teacher what can be done by him to make the lesson meaningful for the pupils. This preparation, although it need not be a long, elaborate procedure, is a requisite for success in a television learning situation. It can be effectively accomplished in a short period of from three to five minutes. However, when the teacher senses the need, it can be longer.

The telelesson is described in two parts, purposes of the lesson, and the telelesson presentation. The purposes of the lesson are what the studio teacher hopes to accomplish in his lesson via television. The presentation tells the method the studio teacher uses to translate the concepts into concrete ideas. The classroom teacher knows in advance the basic concepts to be taught, the basic vocabulary to be introduced and the basic skills to be mastered. He is able to see the relationship between the telelesson and the classroom follow-up. He will therefore be prepared to cope with questions growing out of the televised

presentation. This part of the guide is important to use after the telelesson as a summary for review and discussion and for establishing relationships to the classroom follow-up work.

The required follow-up activities are designed to strengthen, supplement and extend the skills, knowledge and attitudes that the studio teacher has attempted to develop.

The telelesson is the newest audio-visual instrument. Like any other audio-visual device, it will only be effective if the classroom teacher prepares the children for viewing and strengthens the concepts presented in the lesson after viewing.

PLANNING A TELELESSON

Establish purposes of lesson

State specific objectives--Define in terms of skills, knowledge and attitudes that will be changed.

Select format

Illustrated lecture	Quiz
Roundtable discussion	Puppetry
Interview	Actual event
Dramatization	Demonstration

Develop points of lesson in sequence

Plan for props

Plan video and audio in script form

Obtain script approval from coordinator

Rehearse program

Diction, manipulation of visuals

Effective Lesson Techniques

Use camera on aids as well as on people

Use close-up camera shots to direct attention

Develop balance in use of visual aids

Prepare telelesson for directness and simplicity

Plan district wide exhibit of pupil projects

Teach to the eye of the camera

Hold on to the best techniques that have been used in teaching

Use of multiple texts
Differentiated assignments
Varied learning activities

Utilize questions, suggestions, directions to develop pupil participation

The teacher says:

Boys and girls, will you quietly stand on the right side of your desks and rotate yourselves as you think the earth rotates?

Look at this machine. Does it have a pulley?

Look at the pictures you will see on the screen and decide whether they are of old California days or modern California.

I am going to leave you with this question: "How would life on earth be different if the earth did not rotate?"

Use clear and exact demonstrations

Suggest sources of materials for continuing activities

Use community people as resources

Stimulate pupils to explore on their own

Use film clips for specific purposes

The "Good" Telelesson

Begins with "attention getter"

Develops understanding of lesson purposes

Makes points clearly and in sequence

Maintains appropriate pace

Uses pupil participation

Teaches points set out to teach

Dresses the lesson in the proper visual garments

Reviews the lesson visually and ends on point designed to sustain interest

A P P E N D I X

TELELESSON GUIDE FORM

SUBJECT

Lesson Number _____

Title of Lesson

Purposes of Lesson

New Vocabulary

Preparation

Telelesson Presentation

Required Follow-up Activities

Suggested Follow-up Activities

Textbook References

CLOSED CIRCUIT TELEVISION PROJECT
TELELESSON REACTION FORM

School_____ Grade_____ Subject_____

Classroom Teacher_____ No. of Students_____ Lesson Date_____

Level of Student Ability: Above Average____ Average____ Below Average_____

1. Sound: Distinct___ Audible___ Not Clear___ Describe Difficulty_____

2. Video: Clear___ Interference___ Not Clear___ Describe Difficulty_____

3. Introduction: Stimulating_____ All Right_____ Dull_____

4. Development: Clear_____ Interesting_____ Weak_____

5. Visuals: Enough_____ Too Many_____ Too Few_____

   Shown Long Enough_____ Not Long Enough_____ (Which One)_____

   Effective_____ Didn't Make the Point_____ (Which One)_____

6. Speed of Lesson: Right_____ Too Fast_____ Too Slow_____

7. Vocabulary: Right_____ Too Difficult_____ Too Easy_____

8. Level of Lesson for Students: Too Difficult_____ Too Elementary_____

9. Amount of Student Participation During TV Lesson:

   Inadequate_____ Adequate_____ Too Much_____

10. Summary: Effective_____ All Right_____ Omitted_____

11. Length of Telecast: Right_____ Too Long_____ Too Short_____

12. Amount of Student Participation After Telecast:

    Inadequate_____ Adequate_____

13. Student Interest: _____ _____

14. Comments: _____

_____

_____

_____

CLOSED CIRCUIT TELEVISION PROJECT

TELELESSON SCRIPT

Date: _____

Subject _____ Lesson No. _____

Title of Lesson _____

List of Participants:

_____ _____ _____

_____ _____ _____

Visual Materials to be Used in This Lesson:

_____ _____

_____ _____

_____ _____

Description of Any Special Effects in This Lesson:

WHAT IS TO BE SEEN	WHAT IS TO BE HEARD

Program No._____

Sheet 2

WHAT IS TO BE SEEN	WHAT IS TO BE HEARD

Program No. _____

Sheet 3

WHAT IS TO BE SEEN	WHAT IS TO BE HEARD

Program No. _____

Sheet 4

WHAT IS TO BE SEEN	WHAT IS TO BE HEARD

CLOSED CIRCUIT TELEVISION PROJECT

TELEVISION CUES AND DIRECTIONS

CAMERA CUES

Pan Up Down Left Right	Rotating the camera on its vertical or horizontal axis. The camera turns from one direction to another.
Frame Up	This term includes all the above and is used when the desired result is obvious, such as centering the title.
Focus Up	Get the camera into focus.
Single Shot	A shot of one person.
Wide shot (WS) or Cover shot (CS)	A shot that will cover the whole scene of action.
Close Up (CU)	A head and shoulders shot.
Tighter shot	A shot from closer to the subject or with a longer lens.
Looser shot	Reverse above.
Dolly in	Move the dolly toward the set.
Dolly back	Reverse above.

SWITCHING CUES

Ready One or Two	This is a standby cue for the benefit of cameraman as well as TD (Technical Director), indicating that the instruction to take Camera One will follow immediately.
Take One	Cue to switch to Camera One.
Ready to fade in One	Standby cue to TD to expect cue to fade in.
Fade in One	Cue to TD to turn up gain, so picture slowly appears out of a black screen.

SWITCHING CUES (continued

Fade out or Dissolve to black	Picture slowly disappears into a black screen.
Dissolve to One	Cue for the TD to fade one camera slowly out as he fades another in, so they overlap for a moment on the screen.
Super One	Super is short for superimposition. The picture from Camera One is added to that of the camera already on the line, so that two cameras are on the air at the same time.
Lose One or Take out super	End the superimposition by removing Camera One and leaving only Camera Two
Out	Instantaneous switch to another camera

AUDIO CUES

Standby with the music	Warning for audio man or record spinner to start his turntable and hold the record until he gets the cue.
Hit the music (or sound effect by name)	Come in strong-full volume at the opening of the music or sound.
Sneak in the music	Let the start of the music be imperceptible.
Cut the music	Abrupt stop
Fade out music or sound	An imperceptibly slow fade out.
Music down and under	Music to be held behind speech or other sound, but not taken out entirely.
Music up	Raise volume of music.
Cross fade	One audio source is faded out as another is faded in, so that they overlap for a moment.
Segue	One number, or record, follows immediately after the preceding one without pause.

FILM CUES

Ready film

Hit the film — Start the projector running.

Dissolve to film
or
Take film

Glossary of Terms

Montage--progression of shots that tell a story--a series of pictures in juxtaposition

Business--any specific action

Bust shot--a shot which covers a person from the chest to just above the head

Drop--a curtain, drape or flat canvas on which a scene is painted

Dry run--a rehearsal without the use of cameras

Flat--a wooden frame, covered with canvas, etc.--the basic unit of scenery

Gain--strength of current of a microphone or a picture--"to boost the gain" makes the sound louder and the picture brighter and lighter

Kill--to turn off a light; a decision not to use something planned or ordered

Strike--to remove, or clear away

Monitor--a screen on which control-room personnel judge quality or content of the picture

ANAHEIM CITY SCHOOL DISTRICT
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AQUÍ SE HABLA ESPAÑOL - GRADES 4-5

Lesson 11 "Vamos a Cantar"

PURPOSE

To introduce a new Spanish Song. To introduce ten new Spanish names.

To review the numbers from 1-16 in Spanish.

NEW VOCABULARY

Patricio	(Pat)	Gilberto	(Gil, Gilbert)	Roberta	(Roberta)
Pablo	(Paul)	Enrique	(Henry)	Brígida	(Brigette)
Jorge	(George)	Adela	(Adele)	Teresa	(Teresa)
				Victoria	(Victoria)

CLASSROOM PREPARATION

Have pupil's name cards on their desk.

Have number cards from 1-16 available.

TELELESSON PRESENTATION

Greetings. Buenos días niños, Aquí se habla español.

Introduction of new Spanish names.

Participation of pupils in using new names.

Introduction of new Spanish song.

Singing of new song using the new names.

Despedida. Hasta el martes, niños.

RELATED FOLLOW-UP INSTRUCTION

There will be no specific follow-up for the first three weeks.

Ask the children for the phrases or words that they remembered the most during the program. Let them do the pronunciation.

You ask leading questions in English like <u>Do you remember the name for school in Spanish</u>?

120 9-9-59 Bis

ANAHEIM CITY SCHOOL DISTRICT
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AQUÍ SE HABLA ESPAÑOL - GRADES 4-5

Lesson 12 "¿Cómo Estan Ustedes?"

PURPOSE

To introduce a new Spanish phrase.

To review the song introduced yesterday.

To review some of the names (Spanish) also introduced yesterday.

NEW VOCABULARY

¿Cómo estan ustedes, ninos? (How are you boys and girls?)

Muy bien, gracias (Very well thank you)

¿Y usted? (and you?)

CLASSROOM PREPARATION

Have the song Dos y Dos on the board in number form.

Have a picture of a boy or girl underneath going to school.

TELELESSON PRESENTATION

Greetings

Introduction of ¿Cómo estan ustedes? Muy bien gracias, ¿Y usted?

Review of The Spanish Song Dos y Dos

Review of ¿Que hora es? Es la una, Son las ____,

Review of numbers from 1-16 in Spanish.

Despedida.

RELATED FOLLOW-UP INSTRUCTION

There will be no specific follow-up for the first three weeks.

Ask the children for the phrases of words that they remembered the most during the program. Let them do the pronunciation.

You ask leading questions in English like DO YOU REMEMBER THE PHRASE FOR WHAT TIME IS IT IN SPANISH?

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AQUÍ SE HABLA ESPAÑOL - GRADES 4-5

Lesson 13 "Vamos a tener Buen Tiempo"

PURPOSE

To review telling of time in Spanish.

To review counting from 1 - 16.

To review Spanish phrases introduced yesterday.

NEW VOCABULARY

No new vocabulary introduced at this time.

CLASSROOM PREPARATION

Have pupil place their name cards on their desks.

Have available number cards from 1 - 16.

Have Dos y Dos in number form on the board.

TELELESSON PRESENTATION

Greetings.

Review of telling of time in Spanish.

Review of numbers from 1 - 16.

Review of Spanish names.

Despedida.

RELATED FOLLOW-UP INSTRUCTION

There will be no specific follow-up for the first three weeks.

Ask the children for the phrases or words that they remembered the most during the program. Let them do the pronunciation.

You ask leading questions in English like <u>DO YOU REMEMBER THE NAME FOR FRIDAY IN SPANISH</u>?

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AQUÍ SE HABLA ESPAÑOL - GRADES 4-5

Lesson 14 "Vamos a Jugar Lo Tengo"

PURPOSE

To review the keywords presented in the Three Bears.

To review the numbers from 1 - 16 and introduce a new Spanish game.

NEW VOCABULARY

No new keywords at this time.

CLASSROOM PREPARATION

Place pupil's name card on their desk.

Have available number cards.

Have available LO TENGO number card on pupil's desk.

TELELESSON PRESENTATION

Greetings.

Review of numbers from 1 - 16.

Review of keywords presented in LOS TRES OSOS

Introduce game of LO TENGO

Despedida

RELATED FOLLOW-UP INSTRUCTION

There will be no specific follow-up for the first three weeks.

Ask the children for the phrases of words that they remembered the most during the program. Let them do the pronunciation.

You ask leading questions in English like DO YOU REMEMBER THE PHRASE FOR WHAT TIME IS IT IN SPANISH?

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AQUÍ SE HABLA ESPAÑOL - GRADES 4-5

Lesson 15 "Repaso Semanal"

PURPOSE
To review what has been presented to date.

NEW VOCABULARY
No new key words at this time.

CLASSROOM PREPARATION
Have available primary card of clock.

Write DOS Y DOS on the board in number form.

Pass out to pupils LO TENGO CARD.

TELELESSON PRESENTATION
Greetings.

Review of Spanish song, DOS Y DOS.

Review of the telling of time in Spanish.

Introduce LO TENGO game entirely by sound.

Despedida.

RELATED FOLLOW-UP INSTRUCTION
There will be no specific follow-up for the first three weeks.

Ask the children for the phrases of words that they remembered the most during the program. Let them do the pronunciation.

You ask leading questions in English like DO YOU REMEMBER THE PHRASE I HAVE IT IN SPANISH?

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AQUÍ SE HABLA ESPAÑOL - GRADES 4-5

Lesson 16 "Arbolito del Perú"

PURPOSE

To introduce a new pronunciation jingle.

To introduce four new Spanish names.

To review numbers from 1 - 16 and introduce 17.

NEW VOCABULARY

Arbolito del Perú (Little tree of Perú)

Yo tengo ocho anos (I'm eight years old)

¿Cuantos años tienes tú? (How old are you?)

Diez y siete (17)

Susana (Susan) Ricardo (Dick, Richard) Silvia (Sylvia) Gregorio (Gregory)

CLASSROOM PREPARATION

Place name cards on pupils' desks.

Have available name cards 1 - 17.

Have Dos y Dos on board in number form.

TELELESSON PRESENTATION

Greetings.

Review of Spanish Song Dos y Dos and introduction of four new Spanish names.

Introduction of new Spanish Jingle - ARBOLITO DEL PERÚ

Despedida.

RELATED FOLLOW-UP INSTRUCTION

Teacher and pupil participate in ESTOY PENSANDO EN UN NÚMERO game.
Use number cards from 1 - 17.

Teacher and pupils sing DOS Y DOS using the four new names: GREGORIO, RICARDO, SUSANA, AND SILVJA.

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AQUÍ SE HABLA ESPAÑOL - GRADES 4-5

Lesson 17 "Pepe Va a la Escuela"

PURPOSE

To review the Spanish song Dos y Dos.

To review some Spanish names of pupils.

To practice the Spanish pronunciation jingle.

NEW VOCABULARY

(Bandera (flag)	rojo (red) roja	blanco (white) blanca	azul (blue) azul

CLASSROOM PREPARATION

Have an Amer[illegible]an flag available.

Have Dos y Dos on the board with written second stanza, leave name slot blank so as to insert a name from list.

TELELESSON PRESENTATION

Greetings:

Review of Spanish Jingle.

Review of Dos y Dos.

Introduction of new Key-words - Bandera, rojo, azul, blanco
roja, azul, blanca

Despedida

RELATED FOLLOW-UP INSTRUCTION

Sing Dos y Dos using as many names as possible.

Have children suggest names to be used.

Practice the new key words presented today - ¿DE QUÉ COLOR ES LA BANDERA? LA BANDERA ES ROJA, BLANCA, Y AZUL.

Participate in dramatic play by allowing children to say the jingle and ask classmates.

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AQUÍ SE HABLA ESPAÑOL - GRADES 4-5

Lesson 18 "El Plátano Es Bueno"

PURPOSE

To review DOS Y DOS using Spanish names.

To review the Spanish pronunciation jingle.

To introduce new key-words.

NEW VOCABULARY

lápiz (pencil) plátano (banana) manzana (apple) papel (paper)

amarillo (yellow)

CLASSROOM PREPARATION

Have available an apple (red), banana, white sheet of paper, yellow pencil, a flag or picture of a flag.

Place name cards on the pupil's desks.

TELELESSON PRESENTATION

Greetings:	Buenos días, niños	(Good morning, boys and girls)
	Aquí se habla español	(Spanish is spoken here)
	Yo hablo español	(I speak Spanish)
	Tú hablas español	(You speak Spanish)
	Nosotros hablamos español	(We speak Spanish)

Review of DOS & DOS

Review of pronunciation jingle: ARBOLITO DEL PERÚ

Introduction of new keywords: lápiz, plátano, manzana, papel, amarillo.

Despedida.

RELATED FOLLOW-UP INSTRUCTION

Teacher and pupil participate in guessing game using the objects and colors introduced, also use the objects introduced in Lesson 17.

ESTOY PENSANDO EN ALGO, NIÑOS, ¿QUE ES? (I'm thinking of something, what is it?)

ES AMARILLO, Y ES MUY BUENO. (It's yellow and it's very tasty)

SÍ ES EL PLÁTANO, EL PLÁTANO ES AMARILLO Y ES MUY BUENO (Yes it's the banana, the banana is yellow and is very good.)

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AQUÍ SE HABLA ESPAÑOL - GRADES 4-5

Lesson 19 "La Naranja es Muy Buena"

PURPOSE

To continue learning colors and new keywords.

To continue practice of Spanish phrases.

To present five new Spanish names.

NEW VOCABULARY

naranja (orange-fruit) planta (plant) verde (green) café (brown)

Marta (Martha) Marcela (Marcella) Perla (Pearl) Raúl (raul)

Donaldo (Donald) Jaime (Jim)

CLASSROOM PREPARATION

Have available an orange, plant or planter.

Have DOS & DOS on board in written form with name slot blank so you can insert the newly presented name.

TELELESSON PRESENTATION

Greetings:

Review of colors already presented:

Introduction of new keywords:

Review of DOS Y DOS and introduction of 6 new names:

Despedida.

RELATED FOLLOW-UP INSTRUCTION

Pupil-teacher participate in the guessing game ESTOY PENSANDO EN ALGO, see related follow-up instruction, Lesson 18.

Sing DOS Y DOS for practice of newly introduced names.

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AQUÍ SE HABLA ESPAÑOL - GRADES 4-5

Lesson 20 "Repaso Semanal"

PURPOSE
To review in general what has been presented to date.

NEW VOCABULARY
No new vocabulary at this time.

CLASSROOM PREPARATION
Have available LO TENGO cards with keyword pictures and LO TENGO cards with numbers. Distribute one card of each to every pupil.

TELELESSON PRESENTATION
Greetings:

Review of keywords that have been presented to date, especially the ones in the LO TENGO keyword cards.

Playing of LO TENGO using the number cards.

Playing of LO TENGO using the keyword cards.

Despedida:

RELATED FOLLOW-UP INSTRUCTION
This day is set aside for the pupil to volunteer the thing that was most impressive to him during the week.

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SOCIAL STUDIES - GRADE 5

Lesson 9 "Two States Apart"

PURPOSE

To see Hawaii and Alaska as unique in that they do not touch our common border, and are representative of the extremes found in our country.

To develop the concept of a state.

NEW VOCABULARY

military

CLASSROOM PREPARATION

Examine the map and note that mainland U.S. is all one mass.

Recall that two states have recently been added to the union.

Locate those states and raise the question, "How is their position and location different from other states?"

TELELESSON PRESENTATION

Examine Hawaii on a map comparing it in size to Alaska.

Note that both, in development, have depended on water access.

Recent importance and statehood have rested on their military importance.

Show the extremes in size, population, and climate.

Examine the difference between territorial status and statehood.

RELATED FOLLOW-UP INSTRUCTION

Locate the important cities in Hawaii and Alaska on a map.

Use p. 285, Exploring Our Country to compare population and area data.

Point out that although listed as U.S. possessions in our books, the admission of Hawaii and Alaska is more recent than the publication of their books.

TEXTBOOK REFERENCES

Exploring Our Country, p. 361, 367.

Neighbors in the United States, p. 242 (Map and Distances)

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SOCIAL STUDIES - GRADE 5

Lesson 10
"Looking Backward Helps Us To Go Forward" (Review)

PURPOSE

To review the first nine lessons relating to our physical world and see how map understandings help us to interpret our physical world.

TELELESSON PRESENTATION

Continents and oceans will be review as large world areas.

Latitude and longitude review as our world streets.

Smaller land and water forms found in the U.S. pointed out.

Boundaries and near neighbors reviewed.

Scale.

RELATED FOLLOW-UP INSTRUCTION

Prepare a test to cover the material presented in Telelessons 1 thru 9.

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SOCIAL STUDIES - GRADE 5

UNIT II

DISCOVERY & EXPLORATION

PURPOSE:

To understand that ignorance had long delayed discovery of a new world.

To realize that the discovery of the new world, though accidental, was the outcome of logic and bravery.

To recognize that the discovery of a new land led to exploration by many nations.

To understand the underlying causes behind exploration.

To recognize the meaning of land claims in the new world, and how they could conflict.

To appreciate the roots of our heritage found in early exploration.

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SOCIAL STUDIES - GRADE 55

UNIT II

EXPLORATION

Text Reference

Using Our Earth, p. 2-8

Living Together Around the World, p. 29-42

America is My Country, p. 197

Toward Modern America, p. 17-44, 47-56, 109-121

New Ways in the New World, p. 34-123

Your People and Mine, p. 9-48

They Made America Great, p. 1-12, 30-36

Short Stories of Famous Men, p. 39-102

Life in Early America, p. 5-140

The First Book of America, p. 7-11

America's Frontier, p. 4-51

Land of Freedom, p. 10-77, 84-95

The World Book, Various

STATE TEXTS

Exploring Our Country, p. 23-48

America's Own Story, p. 6-79

Great Names in American History, p. 13-24

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SOCIAL STUDIES - GRADE 5

Lesson 11 "Discovery Without Benefit"

PURPOSE

To discover that early explorations were made in the Americas by primitive peoples who left no impact.

NEW VOCABULARY

plunder adventure

CLASSROOM PREPARATION

Examine a large globe to determine which parts of the world are actually closest to the North American Continent.

Point out the stepping stones from Asia.

Point out the stepping stones of Iceland and Greenland from Europe.

Raise the question: "Should not the American Continent be first discovered by people from these areas?"

TELELESSON PRESENTATION

Northmen (Vikings) were primitive people.

Lief Ericson and Eric the Red were refugee-plunderers.

Early explorations and land claims were made in Greenland and Iceland by the Vikings.

Settled in American areas but being nomadic abandoned their settlements - also because of quarrelsome nature.

Explorations not known till later because no contact with more civilized nations of the world.

RELATED FOLLOW-UP INSTRUCTION

Examine the pictures on p. 4 and 5 of America's Own Story.

Explain the use of a time line and begin one as a classroom project.

Use the travels of the Norsemen to drill the concept of latitude and longitude, by showing its use in recording Norse travels to discover the new world.

-continued

ADDITIONAL SUGGESTIONS

Make a list of all the new things which the Norsemen found in the new land they visited.

TEXTBOOK REFERENCES

Exploring Our Country, p. 36.

America's Own Story, p. 3, 4, 5.

New Ways in the New World, p. 56-57.

America's Frontier, p. 3

Land of Freedom, p. 2-8.

Toward Modern America, p. 11-15.

The World Book, 8497, 2373, 5755.

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SOCIAL STUDIES - GRADE 5

Lesson 12 "Life in the Old World"

PURPOSE

To see Europe as a feudal social system and to discover that the drab conditions there led to a desire for trade with the more colorful, luxurious countries of Asia.

NEW VOCABULARY

Luxuries

CLASSROOM PREPARATION

Locate the continent of Europe on the map, p 6, Exploring Our Country; and list the names England, France, Spain, on the board.

TELELESSON PRESENTATION

A geographic overview of Europe, often stateless

The king-noble-peasant system of social classes

Even the most powerful without comforts or luxuries

Life on a feudal manor

Life in a typical city

The rule of superstition - the role of science

RELATED FOLLOW-UP INSTRUCTION

Discuss and list the modern conveniences that the ordinary people of the United States have today, which were not available to the kings of Europe during this pre-exploration period. Be certain to cover such ideas as medicine, education, newspapers, etc.

Use latitude lines to discover the variety of needs dictated by climate and discuss which parts of Europe might want different "luxuries" based on climatic conditions.

TEXTBOOK REFERENCES

New Ways in the New World, p 34-54

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SOCIAL STUDIES - GRADE 5

Lesson 13 "We Want Luxury"

PURPOSE

To show that a knowledge of a more luxurious way of life in the East stimulated a desire for trade that was able to destroy some of the power of superstition in Europe.

NEW VOCABULARY

Orient ignorance routes navigation

CLASSROOM PREPARATION

Examine a map of the world.
Show that Europe and Asia are one land mass.
Raise the question, "Why did not many people move across land between Europe and Asia?"

TELELESSON PRESENTATION

Show the domination of religion in Europe.
Learn about Marco Polo and his journey (1265-73)
Discover that land and water routes to the Orient were known
To see how the Moslems shut off trade with the Orient
To see the 7 Crusades as both religious and economic wars.
To understand that enlightened thinkers began to believe in a new route by water, on a round earth.
To see how Prince Henry of Portugal (the Navigator) was able to inspire belief in a round world and finance Diaz to the Cape of Good Hope in 1488

RELATED FOLLOW-UP INSTRUCTION

Read: America's Own Story, p. 6-11.

Review Lat. and Long. by tracing Diaz' voyage, and that of Marco Polo.

TEXTBOOK REFERENCES

America's Own Story, p. 6-11.
Living Together Around the World, p. 30-41.
Your People and Mine, p. 9-17.
New Ways in the New World, p. 58-59.
America's Frontier, p. 4-9
Land of Freedom, p. 10-20, 49-52
Life in Modern America, p. 13-31, 32-37
Toward Modern America, p. 5-9.
The World Book (M.Polo) 6478, (Crusades) 1810-1812 (Henry) 3387.

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SOCIAL STUDIES - GRADE 5

Lesson 14 "The Columbus Story"

PURPOSE

To learn the Columbus Story

NEW VOCABULARY

theories voyage

CLASSROOM PREPARATION

Raise a question:

Example: Everyone in the world now believes the moon is made of the same materials as the solid parts of the earth. What would most people say if someone began to plead that it is made of gold and wanted a chance to prove it by landing on the moon right now?

TELELESSON PRESENTATION

Present the background of Columbus
Present theories commonly held by the people of Europe concerning the earth
Success in getting backing
A real adventure in terms of: popular beliefs, ships available, and type of crew.
The success of his error.
Subsequent voyages.
How jealousy led to his undoing.

RELATED FOLLOW-UP INSTRUCTION

Read Great Names in American History, p. 13-24.
Read America's Own Story, p. 15-26.

ADDITIONAL SUGGESTIONS

Have children prepare a map showing the route of Columbus on each expedition.
Review Lat. and Long. concepts by the above.

TEXTBOOK REFERENCES

Great Names in American History, p. 13-24.
America's Own Story, p. 15-26.
Short Stories of Famous Men, p. 39-47.
They Made America Great, p. 1-12.
America Is My Country, p. 160-61, 197-98.
Your People and Mine, p. 18-26.
New Ways in the New World, p. 62-66.
America's Frontier, p. 10-17.
Land of Freedom, p. 20-39.
Life in Early America, p. 45-53.
Toward Modern America, p. 17-24
The World Book 1612-1618

90 9-18-59 b:s

ANAHEIM CITY SCHOOL DISTRICT
Educational Television

SOCIAL STUDIES - Grade 5

Lesson 15 "Proving The Point"

PURPOSE

To become acquainted with other explorers and see that they proved that the New World was not the Indies.

NEW VOCABULARY

exploration

CLASSROOM PREPARATION

Show the proximity of Portugal and Spain to the new world by using a map.

Raise the question, "When something new is found out, do not the people nearest by hear of it first?"

TELELESSON PRESENTATION

Bartholemew Diaz sails to the Cape of Good Hope in 1488 for Portugal.

Columbus' discoveries start exploration in areas where formerly men feared to go.

Vasco de Gama sails to Cape of Good Hope and then to India in 1498 for Portugal.

Vespucci makes several voyages as a member of a crew from 1499-1501 and realizes it is a new world. Incident of having it named for him.

Magellan (1519) sails around South America to prove it is a new area in 1519 - for Spain.

RELATED FOLLOW-UP INSTRUCTION

Read p. 39-40, Exploring Our Country, to learn about Magellan's voyage.

Review Lat. and Long. by preparing maps of the voyages of Vasco de Gama and Magellan.

TEXTBOOK REFERENCES

Exploring Our Country, p. 35, 39-40.
America's Own Story, p. 32-33.
Living Together in the New World, p. 30-41
New Ways in the New World, p. 60-62, 68-70.
America's Frontier, p. 18-21, 25-30.
Land of Freedom, p. 52-56.
Toward Modern America, 26-28.
Land of Freedom, p. 63-67.
Life in Early America, p. 37-38, 59-62, 92-93.
World Book, 8481 (Vespucci)
47034 (Magellan)

ANAHEIM CITY SCHOOL DISTRICT
DIVISION OF EDUCATIONAL SERVICES

IN SERVICE TELECAST GUIDE SHEET

PROGRAM TITLE: "Using Recordings as a Teaching Aid in the Classroom"

DATE: Thursday, October 15, 1959
FOR: 4-5-6 Grade Teachers

PURPOSE: To suggest ideas and ways in which the "Music For Living" recordings may be used as an aid to the classroom teacher in teaching new songs to the class.

PREPARATION FOR TELECAST PRESENTATION:

Each teacher will need the following materials for the telecast:

A student's copy of
Music Near and Far - 4th grade music book
Music In Our Country - 5th grade music book
Music Around the World - 6th grade music book

Teachers may wish to acquaint themselves somewhat with the songs selected for demonstration purposes in the telecast. See Telecast Presentation.

TELECAST PRESENTATION:

Points to be covered:

1. Purpose of the recordings.
2. Placement of record player in classroom.
3. Teacher preparation for teaching with a recording.
4. Using the books with recordings.
5. Specific learnings which may come out of singing a new song with a recording.
6. Singing the new song without the recording.

Songs to be used for demonstration are:

"Hawaiian Boat Song" - 4th grade
"Mingo Mountain" - 5th grade
"Tum Balalyka" - 6th grade

RELATED FOLLOW UP ACTIVITIES AND TRAINING:

With the principal acting as a guide, listen to and learn another selected song, using the book and recording together. Suggest a procedure for teaching it to your class.

What rhythmic activities might the song suggest?
How could rhythm instruments be used with it effectively?
What specific learnings might come out of this song?

OTHER SUGGESTED FOLLOW UP ACTIVITIES FOR A LATER DATE:

Select a new song which your class does not know. Plan its presentation to the class, keeping in mind suggestions given in the telecast.

REFERENCES:

<u>Catalog of Recordings</u>, Anaheim City School District, pages 6 and 7.

Virginia Kidder
Music Consultant

Approved: W. F. Ross
VK:b 225:10-7-59

ANAHEIM CITY SCHOOL DISTRICT
DIVISION OF EDUCATIONAL SERVICES

IN SERVICE TELECAST
PRINCIPAL'S GUIDE SHEET

PROGRAM TITLE: "Using Recordings as a Teaching Aid in the Classroom"

DATE: Thursday, October 15, 1959
FOR: 4th-5th-6th Grade Teachers

PREPARATION FOR TELECAST:

Teachers are responsible for bringing music books as directed on their guide sheets.

Principals please take the responsibility of seeing that the following items are available for use in the TV Receiving room:

Two copies of:
Music Near and Far, 4th grade Teacher's Manual
Music In Our Country, 5th grade Teacher's Manual
Music Around the World, 6th grade Teacher's Manual

1 tone block
1 pair of finger cymbals
1 tambourine
2 pairs of rhythm sticks
1 drum, if available (Drum will not be used in telecast, but could be used in follow up)
1 record player
5th grade recordings - "The Rifleman of Bennington"

RELATED FOLLOW UP ACTIVITIES:

Use the song, "Riflemen of Bennington" from Music In Our Country, Book V, page 128
Use recording of same title from fifth grade recordings, record number JS 346.

Suggestions for Principal's preparation:
- Study the song in the book carefully (p. 128, student's edition of "Music In Our Country")
- Read the background notes in the Teacher's Manual on page 104 for historical background of song and teaching suggestions.
- Listen to recording to get acquainted with the music.

Suggested Method of Presentation

- Keep books closed while group listens to song on recording.
- Discuss what type of song this is; what do we hear in the recording?
  - what instruments?
  - what kind and how many voices?
  - how many choruses were sung?
  - was there an introduction?
  - were there any choruses played only by instruments?
- Have the group listen again, this time with books open, watching the printed words and music.
  - what is the mood of the song?
  - how do we feel inside when we hear it?
  - notice the uneven rhythm of the notes in the last two lines on the words:

"For the rifle"

- Play the recording again. This time the group may hum along and add the clapping in the places indicated in the music.
- Next time through the song, sing words. Some rhythm instruments such as rhythm sticks or tone block may be added to the clapping.
- Ask for suggestions for activity during the instrumental chorus. (A drum would come in handy for marching during this chorus.) The entire recording of the song could be used for marching upon occasions.

Virginia Kidder
Music Consultant

Approved: W. F. Ross
25 10-8-59 b

ANAHEIM CITY SCHOOL DISTRICT
EDUCATIONAL TELEVISION PROJECT
School Year 1959-60

SCHEDULE OF TELECASTS
Channel 6

Special

8:00 - 8:25
Special Telecasts,
film previews,
Staff Chats,
Board Meeting Reports,
etc.

10:55 - 11:15
Music
T. Th.

12:00 - 12:45
Special Telecasts
as scheduled

2:15 - 2:40
In-Service Telecasts
(Primary Grades)

2:40 - 3:00
Music
M. W.

3:35 - 4:15
In-Service Telecasts
(Upper Grades)

Grade Five

9:15 - 9:40
U.S. History and Geography
(Social Studies)
M. T. Th. F.

10:05 - 10:20
Conversational Spanish
M. T. W. Th. F.

10:55 - 11:15
Science
M. W.

11:25 - 11:40
Arithmetic
M. T. W. Th.

Grade Four

8:45 - 9:00
Arithmetic
M. T. W. Th.

1:00 - 1:25
California History
and Geography
(Social Studies)
M. T. Th. F.

1:50 - 2:05
Conversational
Spanish
M. T. W. Th. F.

2:40 - 3:00
Science
T. Th.

3:10 - 3:25
Arithmetic
M. T. W. Th.